

STATE PLAN REFERENCE SHEET FOR PERKINS IV					
WORKGROUP: STATEWIDE LEADERSHIP (SECTION 124) (TECHNICAL ASSISTANCE)					
(DELIVERABLES: II.A.3(a)(b)(c)(d)(e)(f),4(a)(b),8)					
SECTION	PART	SUBPART	PERKINS IV STATE PLAN GUIDE [RELEVANT SECTIONS OF THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 IN BRACKETS]	TRANSITION PLAN	RELATED SECTIONS OF PERKINS III STATE PLAN
II. PROGRAM ADMINISTRATION					
II	A	3 a	You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—  (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;	Not required.	See II.A.7, Comprehensive professional development [Sec. 122(C)(2)]
II	A	3 b	You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—  (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;	Not required.	See II.A.7, Comprehensive professional development [Sec. 122(C)(2)]

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II	A	3c	<p>You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—</p> <p>(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;</p>	Not required.	See II.A.7, Comprehensive professional development [Sec. 122(C)(2)]
II	A	3d	<p>You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—</p> <p>(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;</p>	Not required.	See II.A.7, Comprehensive professional development [Sec. 122(C)(2)]
II	A	3e	<p>You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—</p> <p>(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and</p>	Not required.	See II.A.7, Comprehensive professional development [Sec. 122(C)(2)]

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II	A	3 f	<p>You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—</p> <p>(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]</p>	Not required.	See II.A.7, Comprehensive professional development [Sec. 122(C)(2)]
II	A	4 a	<p>You must describe efforts that your agency and eligible recipients will make to improve—</p> <p>(a) The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and</p>	Not required.	See II.A.7, Comprehensive professional development [Sec. 122(C)(2)]
II	A	4 b	<p>You must describe efforts that your agency and eligible recipients will make to improve—</p> <p>(b) The transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]</p>	Not required.	Not found.
II	A	8	<p>You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]</p>	<p>The Division of Community Colleges and Workforce Preparation has the responsibility for providing technical assistance to recipients of federal funds for CTE. As designated by the State Board of Education and the director, the Division will administer the Perkins grant, monitor its requirements, assist in policy development, leadership,</p>	See II.A.11, Provision of technical assistance to eligible recipients [Sec. 122(c)(14)]

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				<p><i>Continued from previous page</i></p> <p><b>and provide technical assistance to promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and that link secondary and postsecondary education for participating career and technical education students.</b></p> <p><b>In administering the Perkins IV, Division consultants are assigned to specific regions and work with all secondary consortia and community college recipients in those areas. As a result, consultants have the opportunity to provide technical assistance regarding articulation between secondary and postsecondary CTE programs and carry out strategies to more effectively assist members of special populations to meet the state adjusted levels of performance. They are also able to assist in identifying professional development needs the areas may have and make recommendations to the local, regional and state levels regarding professional development needs. 14</b></p> <p><b>In the provision of technical assistance under Perkins IV, the Division will work with other bureaus and divisions within the DE to:</b></p> <ul style="list-style-type: none"><li><b>• assist local districts in aligning CTE with the state core indicators under the school improvement initiative.</b></li><li><b>• assist eligible recipients in implementing and reporting on the requirements of the Act.</b></li><li><b>• implement an up-to-date management information system to assure accurate data.</b></li><li><b>• support school improvement activities as linked to career and technical education.</b></li><li><b>• integrate CTE and academic education.</b></li></ul>	

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				<p><i>Continued from previous page</i></p> <ul style="list-style-type: none"><li>• provide support for leadership, initial teacher preparation, and professional development focused on improving the quality of CTE personnel.</li></ul> <p>The Division of Community Colleges and Workforce Preparation will work with secondary schools, community colleges, baccalaureate degree granting institutions, and business and industry to:</p> <ul style="list-style-type: none"><li>• promote Tech Prep program development;</li><li>• continue strong articulation efforts between secondary and postsecondary education to create a seamless transition too postsecondary education;</li><li>• identify needs for postsecondary programming, including delivery of services to the secondary level;</li><li>• integrate academic and technical standards into career and technical education programs; and</li><li>• provide for a proactive, systematic program of professional development for professionals serving career and technical education students.</li></ul> <p>The Division of Community Colleges and Workforce Preparation will work with Iowa Workforce Development to:</p> <ul style="list-style-type: none"><li>• to pursue the development of an administrative records system as a data source for the evaluation of Perkins IV and WIA programs.</li><li>• identify criteria to evaluate program placement success, as required under the Workforce Investment Act.</li><li>• identify areas of economic development that relate to the development of new career and technical education programs.</li></ul>	

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<div>C. Procedural Suggestions and Planning Reminders</div> <div><div>✓</div><div>Program memorandum OVAE/DVTE 99-11 may be helpful to you in understanding the responsibilities for one-stop participation that are established by Title I of WIA and its implementing regulations. See <a href="http://www.ed.gov/policy/sectech/guid/cte/title19911.html">http://www.ed.gov/policy/sectech/guid/cte/title19911.html</a>.</div></div>					